Indiana's Response to Intervention Academy

Family, Community, and School Partnerships

May 12, 2009

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Indiana's Response to Intervention Academy ~ 2008/2009

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6 Components of Indiana's Response to Intervention

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- **Family, community, & school partnerships**

Integrated System for Academic and Behavioral Supports

Family and Community Partnerships at Each Tier

Services across tiers are fluid and data-driven

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Intense, Individualized Support

**District/Community Team
Building Core Team**

Tier 2:
- Small Group

Targeted, Supplemental Supports

Building Core Team

Tier I:
- All Students
- Preventative, Proactive

Core Curriculum, Instruction, and Learning Environment

**Grade Level Teams
Building Core Team
School Improvement Team**

Opportunities for Partnership in an RTI Framework…

- ❑ All students
  - One-on-one meetings with parents to learn about the student; share universal screening results with parents; community partners in place to facilitate communication with parents
- ❑ Students with supplemental supports
  - Involve parents in problem-solving; ask parents to contribute to interventions; community partners as mentors
- ❑ Students with intensive supports
  - Wrap-around, person-centered planning, strategic collaboration to implement supports

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Preview:
Connecting to Indiana's Vision of RTI

- Research demonstrates that students are more successful when families, schools, and communities work together

- Family, school, and community partnerships provide essential opportunities and resources at all levels of student service and support

- Family and community partners contribute to curriculum, instruction and interventions/extensions, data-based decision making, assessment and progress monitoring

- Relationship building is key to strong partnerships for student success

What do we mean by family, community & school partnerships?

- Family, school and community partnerships are ***collaborative relationships and activities*** that involve the ***influences and resources*** in students' lives to promote success and provide ***benefit to all partners***. Such partnerships are valuable and necessary in ***all aspects of a student's education and at all levels*** including the student, classroom, school, district, and state levels. Partnerships are ***varied and unique, reflective of student, family, school, and community characteristics***.

- ***Beyond***
  - Parent Involvement
  - Parent Engagement
  - PTO/PTA
  - Activities in the school building
 - Reactive strategies
  - Moms

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Doing what it takes to achieve ESCAPE VELOCITY

Whatever It Takes

Harlem Children's Zone

Geoffrey Canada

"In communities like Harlem, people tend to think that a single decent program for poor children is enough to provide escape velocity…But they're wrong …lousy schools, lousy communities, the stresses of being poor all begin to weigh on that child and family…they begin to fall closer and closer back down to the values and performance levels of the community."
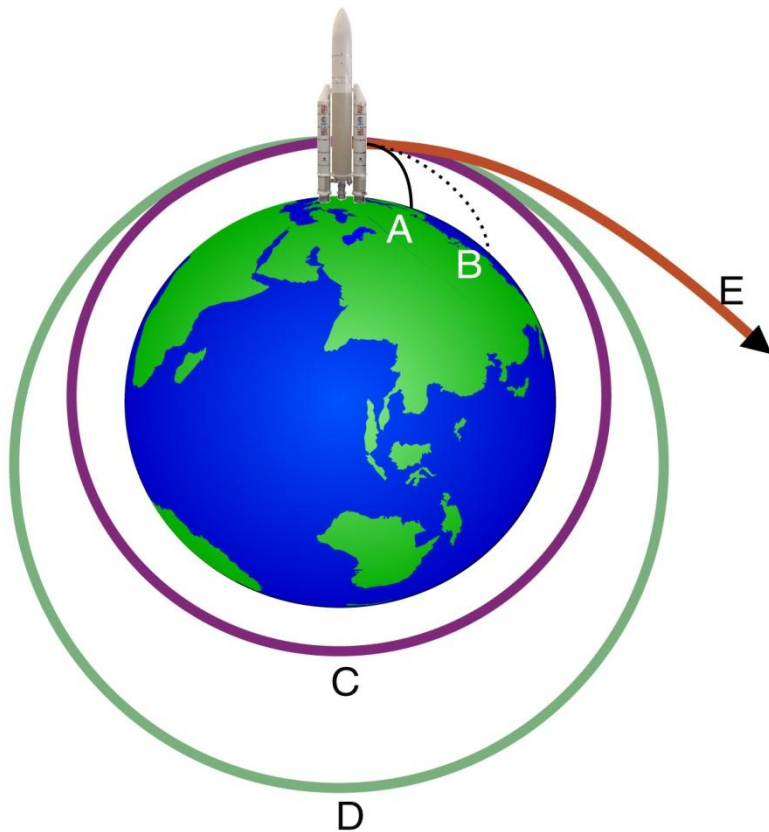
Partnerships Make a Difference!

❖A Kindergartner in Hammond

❖A Middle School Student in Washington

❖Reaching More Parents in Michigan City

❖Cedar Hall in Evansville

collaboration is everything

Research Indicates…

□ Students with involved parents

- Earn higher grades, better test scores, more credits

- Are more likely to complete school and attend post-secondary education

- Attend school regularly

- Have better social skills, behavior, and adapt well to school

Henderson, A. T. & Mapp, K (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*

Research Indicates…

□ Partnerships with the community can
- Create new learning opportunities and networks of support for students and schools
- Improve school climate and create a more open school culture
- Increase resources available to schools, the community and families

Southwest Educational Development Laboratory. (2001). *Emerging Issues in School, Family, & Community Connections: Annual Synthesis*

Common Barriers to Success

…that you have some influence over

- Unsystematic approach to developing partnerships
- School personnel unprepared and not supported to work with families and community partners
- Partnership activities designed and implemented without input from families and community partners
- Partnership activities designed for a "generic" family and community
- Absence of a trusting, respectful relationship

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Are you looking for a "silver bullet"?

- Though there is no substitute for collaboratively planning, acting, continuously evaluating, and revising your strategy for partnering with families and community…

Reaching out and establishing trusting, respectful relationships is as close as you can get to a silver bullet.

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Frameworks from Research

- National Network of Partnership School (NNPS)
  - Johns Hopkins University – Established in 1996
  - NNPS invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school
  - www.partnershipschools.org

# The "Joining Process" Welcome, Honor, and Connect

- From Karen Mapp's research on how and why parents are involved in their children's education

  Mapp, K. "Having their say: Parents describe why and how they are engaged in their children's education." *School Community Journal,* Vol. 13, No.1.

  - Welcome and invite families and community partners into the school and into the educational process

  - Honor by recognizing contributions of family and the community rather than focusing solely on "needs"

  - Connect by linking activities with families and the community to student learning and success

Identifying a school model for family, community & school partnerships…
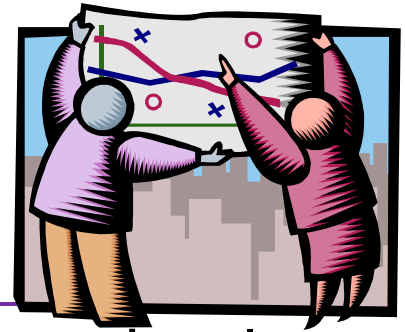
- What is the vision and the mission of the school corporation/district?
- Assessing the needs – "Prioritize the needs"
- Assessing community resources in your school district/outside the school district
- Assessing programs and services needed
- Identify the stakeholders in school and community
- Funding opportunities
- Sustainability
- Accountability
- Building Capacity

A School Model Template

Mission

Vision

Sustainability

Accountability

Building Capacity

Programs Addressing Needs

Community Resources

Family, community & School Partnerships

Advocacy

Funding

Stakeholders

National Network of Partnership School – Johns Hopkins University
National Coalition for Parent Involvement in Education – NCPIE
Harvard Family Research Project

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Indiana's Response to Intervention Academy ~ 2008/2009

The Indiana Partnerships Center
A Parent Information and Resource Center

- Parent Information and Resource Centers (PIRCs) support the No Child Left Behind (NCLB) Act and its most important goals: parent involvement and school accountability.

Offers Schools and Districts…

- **The Indiana Academy for Parent and School Leadership** - The purpose of the Indiana Academy for Parent and School Leadership (Academy) is to *grow leaders,* who work to improve family, school, and community partnerships for student success.

- Workshops including:
    - **Fathers Too, The Right Question Project, Books on Board, Developing Parent Centers, Family Math and Science, Family Literacy and more**

- **Newsletters and materials to support meaningful connections with families and the community**

- **www.fscp.org; 1-866-391-1039**

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Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Research demonstrates that students are more successful when families, schools, and communities work together
- Family, school, and community partnerships are vital to an RTI framework as opportunities and resources at all levels of student service and support
- Family and community partners can contribute to curriculum, instruction and interventions/extensions, data-based decision making, assessment and progress monitoring
- Relationship building is key to strong partnerships for student success

Harlem Children's Zone Pipeline

www.hcz.org
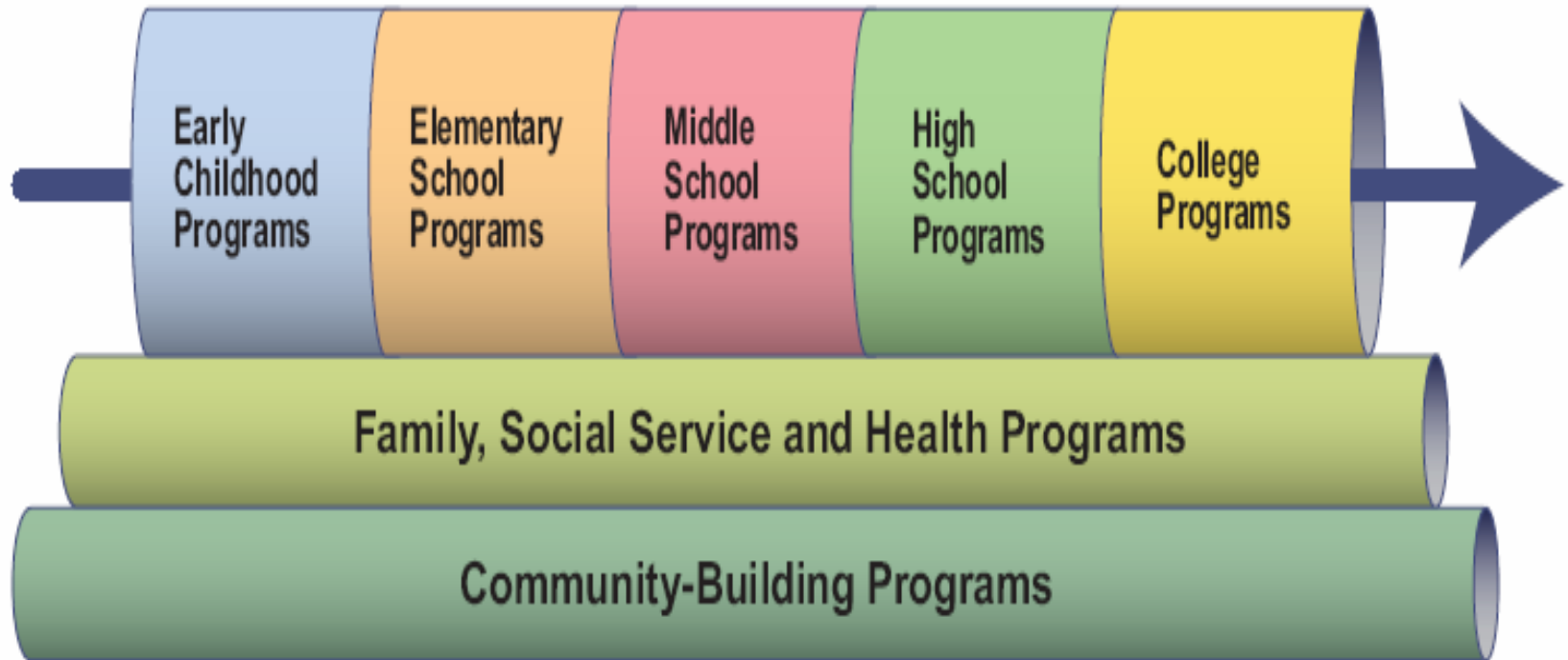
Questions and Answers

- Please place questions you still have that we may answer after the session on the **Questions?** on your way out.

- Please include your name, e-mail address, or other contact information.

Evaluation

- Please complete the evaluation provided.

- Tell us **what you need** to support development of effective family, school, and community partnerships to support RTI development and student success.

References and Resources

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- Lopez, G. (2001). On Whose Terms? Understanding Involvement through the Eyes of Migrant Parents. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle. WA.

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